



SOPHIA COLLEGE

(AUTONOMOUS)

Affiliated to the University of Mumbai

Syllabi for Semester I

Programme:

Bachelor of Arts (Strategic Communication and
Journalism)

[Formerly known as Bachelor of Mass Media (B.M.M.)]

With effect from June 2020

(Choice Based Credit System with effect from the year 2018-19)

LIST OF COURSE TITLES AND COURSE CODES

F.Y.B.A.(S.C.J.) SEMESTER I:

CLASS	SEM	PAPER NO	PAPER NAME	COURSE CREDITS	SUBJECT CODE
FYBMM	I	1	Communication Skills in English – I	03	SBMMED101
FYBMM	I	2	India since Independence – I	03	SBMMED102
FYBMM	I	3	Political, Social and Economic Thought – I	03	SBMMED103
FYBMM	I	4	Reading Literature – I	03	SBMMED104
FYBMM	I	5	Introduction to Mass Media	03	SBMMED105
FYBMM	I	6	Introduction to Photography	03	SBMMED106

SEMESTER I

COMMUNICATION SKILLS IN ENGLISH – I

Learning Objectives:

To enable the student to read articles, books relating to the media, and to general issues written about in the media, to understand lectures, take notes from written or oral discussions to write up as newspaper articles, make outlines for TV or on-line programmes.

In order to do this,

1. a) the following language skills will have to be enhanced, as far as possible, in relation to the media, but also relating to the other subjects of study in this programme: **reading, listening, writing, speaking**

(b) the use of English for reference work for classroom projects, and later, for use in professional life/ work will need to be facilitated through acquiring appropriate **reference skills**

2. the linguistic competence of students will have to be improved, in terms of:

- (a) the use of selected grammatical structures and sentences in text/ discourse, especially in connection with media-related work.
- (b) development of vocabulary, in order to use it appropriately, precisely, and with elegant variation.

Lectures per Week: 04

READING SKILLS

Reading Techniques:

Effective eye span movement; reading in meaningful units; speed reading; skimming, scanning.

Reading Comprehension:

- Analysing texts for **literal and inferential meaning**
- **Interpretation** of statements
- Search for **'local' and 'global' meanings** in a text

- Drawing out the strands of the **argument, diverse view-points**, the **general point of view**, and the manner of **development of ideas**
- Establishing the **structure of the text**.

Types of comprehension passages:

- a) Informative/ Factual
- b) Discursive (requiring argument)

LISTENING SKILLS

Getting the main idea, and distinguishing this from the subsidiary ideas in the spoken medium:

- To understand **the purpose and structure of the discourse**
- To become familiar with **the type of language (and accent) used** in different types of contexts, whether relating to the media or other events/ occasions

Types of listening material, such as:

- (a) Radio, television broadcasts
- (b) Announcements
- (c) Recorded lectures, relating to their subjects of study
- (d) Dialogue, speeches

WRITING SKILLS

Learning to write with **clarity**, and to appropriately signal the statement of ideas and their inter-relationships

- To write with **focus** on the main ideas
- To achieve **coherence** in statement of ideas through suitable organization and use of appropriate cohesive links
- To be **concise**, avoiding wordiness and flashy language, and also **precise** in the choice of words
- To acquire **elegance and variety** in vocabulary and sentence patterns, e.g. fronting of words for emphasis, avoidance of clichés and jargon
- To be able to achieve appropriate **subordination** in clause structure, in order to highlight or subordinate ideas
- To use appropriate **cohesive devices** for achieving clarity

Types of rhetorical styles in writing to be developed:

- (a) Factual, informative writing
- (b) Argumentative writing

- (c) Writing in different registers / styles (such as newspaper headlines, writing a short report)

SPEAKING SKILLS:

- Learning to speak **with fluency, correct pronunciation and stress**
- **To organise one's material** in terms of the requirements of the specific spoken mode chosen, **achieve clarity** through the appropriate ordering of ideas, and **communicate relevantly** with the interlocutor(s).

Activities to develop both formal and informal speaking skills, such as:

- (a) Effective reading of a prepared speech
- (b) Expressing ideas and views in informal discussion and in specific situations, of various degrees of formality
- (c) Speaking in different capacities at a meeting or gathering (e.g., summing up discussions, formal greeting; introducing people (speaker, acquaintances); proposing a vote of thanks); announcing at entertainment programmes, sports meets)

REFERENCES:

READING

- Grellet, Françoise. *Developing Reading Skills*. Cambridge University Press, 1981
- Greenall, Simon, and Michael Swan. *Effective Reading*. Cambridge University Press, 1986.
- Moore, John. *Reading and Thinking in English*. Oxford University Press, 1980.
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WRITING

- Shaughnessy, Mina P. *Errors and Expectations*. Oxford University Press, 1979.
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing*. Cambridge University Press, 1987.
- Bander, Robert G. *American English Rhetoric*. Holt, Rinehart & Winston, 1971.

LISTENING & SPEAKING

- Sadanand, Kamlesh. *Teaching Listening & Speaking: A Handbook for English Language Teachers and Teacher Trainers*. Orient BlackSwan, 2012.
- Lynch, Tony. *Study Listening: A Course in Listening to Lectures and Note Taking*, 2nd ed., Cambridge University Press, 2004.

Maley, Alan, and Alan Duff. *Drama Techniques in Language Learning*. Cambridge University Press, 1982.

Tannen, Deborah. *That's Not What I Meant: How Conversational Style Makes or Breaks Relationships*. 1986. Ballantine, 1987.

ALL SKILLS

Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 1983.

GENERAL

Truss, Lynne. *Eats, Shoots & Leaves*. Fourth Estate, 2009.

Swan, Michael. *Practical English Usage*. Oxford University Press, 1980.

Allen, J.P.B., and H. G. Widdowson. *English in Social Studies*. Oxford University Press, 1978.

Aitchison, Jean, and Diana M. Lewis, editors. *New Media Language*. Routledge, 2003.

F.Y.B.A.(S.C.J.) | SEMESTER I
COMMUNICATION SKILLS IN ENGLISH – I
ASSESSMENT PATTERN

Internal Assessment: 40 marks

Semester End Examination: 60 marks

INTERNAL ASSESSMENT:

- **Reading Comprehension** – 20 marks
- **Project on Writing Ability:** involving skills of analysis, interpretation and synthesis – 20 marks
- **Class Participation and Attendance** – 5 marks

SEMESTER END EXAMINATION (THEORY):

Q. 1. Reading Comprehension: 15 marks

Passage with questions (higher level of difficulty)

Q. 2. Reading Comprehension: 10 marks

Passage with questions (average level of difficulty)

Q. 3. Writing Skills | Two Tasks: 35 marks

- a. Factual writing, report writing
- b. Argumentative writing and short essays / paragraphs
- c. Letter writing

SEMESTER I

INDIA SINCE INDEPENDENCE – I

Learning Objectives:

1. To study the main events and development of independent India
2. To understand how nation building is a continuous process

Lectures per Week: 04

I. THE EARLY STRUGGLES OF INDEPENDENT INDIA

- A. The Drafting of the Indian Constitution and Its Features:**
 - a. Election and Composition of the Constituent Assembly
 - b. Objectives Resolution
 - c. Unique Features of the Indian Constitution

- B. The Integration of Indian States:**
 - a. Sardar Vallabhbhai Patel and V. P. Menon
 - b. Hyderabad, Junagadh and Kashmir

- C. Linguistic Reorganisation of Indian States:**
 - a. Commissions
 - b. Bombay (Maharashtra and Gujarat), Madras (Tamil Nadu and Andhra Pradesh)

- D. Subsequent Reorganisation of Indian States**
 - Goa and PEPSU (Punjab, Haryana and Himachal Pradesh)

II. POLITICAL AND SOCIO-ECONOMIC CHANGES

- A. Socio-Economic Reforms under Jawaharlal Nehru:**
 - Planning, Priorities, Social Reforms – Socialist Pattern of Society, Hindu Code Bills, Education

- B. The Emergence of Political Opposition**
 - a. Communist Party of India
 - b. Hindu Mahasabha / Jan Sangh
 - c. Justice Party
 - d. Swatantra Party

- C. Foreign Policy under Nehru**
 - The Non-Aligned Movement

D. India's External Conflicts

- a. The Kashmir Incursion
- b. Sino-Indian War, 1962
- c. Indo-Pak War, 1965

E. Lal Bahadur Shastri and the Rise of Indira Gandhi

- a. Lal Bahadur Shastri's Term as Prime Minister
- b. Indira Gandhi and the Indian National Congress
- c. Elections of 1967; Split in the Congress; Elections of 1971

REFERENCES:

- Akbar, M.J. *The Siege Within*. Roli Books, 2018.
- Banerjee-Dube, Ishita. *A History of Modern India*. Cambridge University Press, 2014.
- Brown, Judith M. *Modern India: The Origins of an Asian Democracy*. Oxford University Press, 1994.
- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee et al. *India after Independence 1947-2000*. Penguin Books India (P) Ltd., 2000.
- Chandra, Bipin, Mridula Mukherjee and Aditya Mukherjee. *India's Struggle for Independence 1857-1947*. HarperCollins India, 2000.
- Chandra, Bipin. *History of Modern India*, Orient Blackswan Pvt. Ltd., 2009.
- Chandra, Bipin. *Rise and Growth of Economic Nationalism in India*. Delhi, 1966.
- Chandra, Bipin. *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian Leadership 1880-1905*, People's Publishing House, New Delhi, 1977.
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- Guha, Ramchandra. *India after Gandhi: The History of the World's Largest Democracy*. Picador, 2008.
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- Gupta, M. L. *Glimpses of Indian History: Past and Present*. Anmol Publishers, 2002.
- Jaffrelot, C. *India since 1950: Society, Politics, Economy and Culture*. Cambridge University Press India Pvt. Ltd., 2012.
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- Majumdar, R.C. *Comprehensive History of India*, Vol. 3 (Part III).
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- Nanda, B.R. *Essays in Modern Indian History*. Oxford University Press, 1980.

F.Y.B.A.(S.C.J.) | SEMESTER I
INDIA SINCE INDEPENDENCE – I
ASSESSMENT PATTERN

Internal Assessment: 40 marks

Semester End Examination: 60 marks

INTERNAL ASSESSMENT:

- **Project** – 20 marks
- **Class Test:** On any syllabus topic(s) of the lecturer's choice – 15 marks
- **Class Participation and Attendance** – 5 marks

SEMESTER END EXAMINATION (THEORY):

Q. 1. [A or B] Topics from Modules I & II – 15 marks

Q. 2. [A or B] Topics from Modules I & II – 15 marks

Q. 3. [A or B] Topics from Modules I & II – 15 marks

Q. 4. [A or B] Topics from Modules I & II – 15 marks

SEMESTER I

POLITICAL, SOCIAL AND ECONOMIC THOUGHT – I

Learning Objectives:

1. To introduce the students to key ideologies that have shaped modern political, social, economic and philosophical thought around the world
2. To explore vital aspects of and perspectives on these ideologies, and also to introduce the students to key thinkers and proponents of these ideologies

Lectures per Week: 04

I. Introduction to Political Thought

- a. Normative vs. Descriptive vs. Explanatory
- b. Universalism
- c. Relativism
- d. Objectivism vs. Subjectivism
- e. What do we mean when we say Political Thought?

II. Organising Governance

- a. Aristocracy
- b. Monarchy
- c. Democracy
- d. Nationalism
- e. Global World Order

III. The Ends of Governance

- a. Justice
- b. Freedom
- c. Happiness
- d. Welfare
- e. Care
- f. Identity

IV. Means of Organising Governance

- a. Liberalism
- b. Socialism
- c. Conservatism
- d. Utilitarianism
- e. Communitarianism
- f. Cosmopolitanism

V. Making Sense of the World Around Us
Sociology and the Growth of Industrial Society

- VI. Industrial Society**
- a. As Regress
 - b. As Progress
 - c. As Capitalist Society
 - d. As Disenchantment
 - e. As Organic Solidarity
 - f. As Structural Differentiation
 - g. Fragmentation of the Self

- VII. Making Sense of India**
- a. Colonial Encounter
 - b. Modernity
 - c. Caste
 - d. Religion

REFERENCES

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- Fanon, Frantz. *Black Skin, White Masks*. Perseus Books, 2001.
- Fanon, Frantz. *The Wretched of the Earth*. UK: Penguin, 2007.
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Gandhi, Leela. *Postcolonial Theory – A Critical Introduction*. Second Edition. Columbia University Press, 2019.

Chatterjee, Partha. *The Partha Chatterjee Omnibus: Comprising Nationalist Thought and the Colonial World, the Nation and its Fragments and a Possible India*. Oxford University Press, 1999.

Tagore, Rabindranath. *Nationalism*. Fingerprint! Publishing, 2015.

Grosby, Steven. *Nationalism: A Very Short Introduction*. Oxford University Press, 2006.

Doyle, William. *Aristocracy: A Very Short Introduction*. Oxford University Press, 2010.

Crick, Bernard. *Democracy: A Very Short Introduction*. Oxford University Press, 2002.

de Lazari-Radek, Katarzyna, and Peter Singer. *Utilitarianism: A Very Short Introduction*. Oxford University Press, 2017

Coulmas, Flourian. *Identity: A Very Short Introduction*. Oxford University Press, 2019.

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F.Y.B.A.(S.C.J.) | SEMESTER I
POLITICAL, SOCIAL AND ECONOMIC THOUGHT – I
ASSESSMENT PATTERN

Internal Assessment: 40 marks

Semester End Examination: 60 marks

INTERNAL ASSESSMENT:

- **Project** – 20 marks
- **Class Test:** On any syllabus topic(s) of the lecturer's choice – 15 marks
- **Class Participation and Attendance** – 5 marks

SEMESTER END EXAMINATION (THEORY):

Q. 1. [A or B] Topics from Modules I to VII – 15 marks

Q. 2. [A or B] Topics from Modules I to VII – 15 marks

Q. 3. [A or B] Topics from Modules I to VII – 15 marks

Q. 4. [A or B] Topics from Modules I to VII – 15 marks

SEMESTER I

READING LITERATURE – I

Courses in literature are meant to provide a deeper insight into the meaning of life. Short extracts will be studied from great literature in the major literary genres, across different periods of time, and even from across different languages. A number of issues will be raised, such as socio-political concerns, or interpersonal and psychological factors, in addition to the specifically literary aspects, such as the nature of the art form used, and the type of language employed to express these concerns.

Learning Objectives

1. To draw students into thinking about the meaning of life through the psychological, social and ethical reality presented in the given texts, and other related texts
2. To expose students to samples of good writing, and help them become more effective communicators
3. To introduce students to the various genres of literature and the elements of which they are composed
4. To learn to use literary insights for a better understanding of their lived reality, particularly social reality, and thereby become better media communicators

Lectures per Week: 04

SHORT STORIES

Allende, Isabel. "And of Clay Are We Created"

Hemingway, Ernest. "Hills Like White Elephants"

Atwood, Margaret. "Happy Endings"

Gogol, Nikolai. "The Overcoat"

Chughtai, Ismat. "Chauthi ka Jaura" (The Wedding Suit)

Greene, Graham. "The End of the Party"

Manto, Sadat Hasan. "Gurmukh Singh ki Wasiyat" (The Assignment)

POETRY

Shakespeare, William. "No longer mourn for me when I am dead"

Milton, John. "On his Blindness"

Keats, John. "The Human Season"

Tennyson, Alfred. "The Lady of Shalott"

Frost, Robert. "Mending Wall" & "Acquainted with the Night"

Hopkins, Gerard Manley. "Spring and Fall"

Thomas, Dylan. "Poem in October"

Hughes, Ted. "The Horses"

Heaney, Seamus. "Blackberry Picking" & "Casualty"

Chitre, Dilip. "Father Returning Home"
Owen, Wilfred. "Dulce et decorum est" & "Futility"
Seth, Vikram. "Guest", "Soon", "From California", and "Things"
Dhasal, Namdeo. "Kamathipura"
Pawar, Daya. "Blood Wave"

PROSE

Hersey, John. "Hiroshima" (Selected extracts)
Talese, Gay. "Frank Sinatra Has a Cold" (selected extracts)
Orwell, George. "Shooting an Elephant"
Lincoln, Abraham. "The Gettysburg Address"
Valmiki, Omprakash. "Joothan" (selected extracts)
Nehru, Jawaharlal. "The Light has Gone Out of Our Lives" (On the Death of Gandhi)
Faulkner, William. Nobel Acceptance Speech
Cardus, Neville. "Ranjitsinghji"

REFERENCES:

Abrams, M. H., Geoffrey Harpham and Geoffrey Galt. *A Handbook of Literary Terms*. Cengage Learning India, 2009.
Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press, 2010.
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Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms*. Pearson, 2005.
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Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2004.
Rogers, Pat. Editor. *The Oxford Illustrated History of English Literature*. Oxford University Press, 2001.
Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford University Press, 2004. Stauffer, Donald Barlow. *A Short History of American Poetry*. E.P. Dutton & Co, 1974.
Walsh, William. *Indian Literature in English*. Longman Literature in English Series, 1990.

F.Y.B.A.(S.C.J.) | SEMESTER I
READING LITERATURE – I
ASSESSMENT PATTERN

Internal Assessment: 40 marks

Semester End Examination: 60 marks

INTERNAL ASSESSMENT:

- **Project** – on short stories or prose selections: 20 marks
- **Class Test:** On poetry – 15 marks
- **Class Participation and Attendance** – 5 marks

SEMESTER END EXAMINATION (THEORY):

Q. 1. [A or B] Short stories – 15 marks

Q. 2. [A or B] Poetry – 15 marks

Q. 3. [A or B] Prose – 15 marks

Q. 4. [A or B] Short answers on any of the 3 sections – 15 marks

SEMESTER – I
INTRODUCTION TO MASS MEDIA

Learning Objectives:

1. To introduce the students to the history, evolution and development of mass communication and mass media and the various forms of mass media
2. To introduce the students to the concept of new mass media and media convergence
3. To study mass media as an important social institution

Lectures per Week: 04

I. Mass Communication, Culture, and Media Literacy

- a. What is mass communication?
- b. What is culture?
- c. Mass communication and culture
- d. The nature of mass media
- e. Media literacy

II. The Mass Communication Process

- a. The communication process: sender, message, medium, receiver, feedback
- b. Encoding and decoding messages

III. Media and Audiences

- a. Books
- b. Newspapers and magazines
- c. Film
- d. Radio
- e. Television
- f. Video games
- g. The Internet

IV. Supporting Industries

- a. Advertising
 - i. Scope and nature of the advertising industry
 - ii. Trends in advertising
- b. Public Relations:
 - i. Scope and structure of the PR industry
 - ii. Trends in PR

V. The Effects of Mass Communication and Mass Media

- a. The impact of media-related messages on social behaviour
- b. Media and representation
- c. Media and consumerism
- d. Media freedom and responsibility
- e. Media ethics:
 - i. Truth and honesty
 - ii. Privacy
 - iii. Confidentiality
 - iv. Conflict of interest
 - v. Profit and social responsibility

VI. Global Media

- a. Media and globalisation
- b. Media convergence: merging technologies and platforms; media consolidation

Primary Text: Baran, J. Stanley. *Introduction to Mass Communication: Media Literacy and Culture*. 9th Ed. McGraw-Hill Education, 2016.

REFERENCES:

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- Kohli-Khandekar, Vanita. *The Indian Media Business*. 4th ed., Sage, 2013.

F.Y.B.A.(S.C.J.) | SEMESTER I
INTRODUCTION TO MASS MEDIA
ASSESSMENT PATTERN

Internal Assessment: 40 marks

Semester End Examination: 60 marks

INTERNAL ASSESSMENT:

- **Project** – 20 marks
- **Class Test:** On any syllabus topic(s) of the lecturer's choice – 15 marks
- **Class Participation and Attendance** – 5 marks

SEMESTER END EXAMINATION (THEORY):

Q. 1. [A or B] Topics from Units I to VI – 15 marks

Q. 2. [A or B] Topics from Units I to VI – 15 marks

Q. 3. [A or B] Topics from Units I to VI – 15 marks

Q. 4. Topics from Units I to VI – 15 marks

SEMESTER I

INTRODUCTION TO PHOTOGRAPHY

This paper will emphasise practical application over theory, even though the students will write a theory examination at the end of the semester. The idea is to introduce them to some of the key technical and aesthetic aspects of photography, and to give them the opportunity to actually take pictures using the concepts taught to them in class.

Learning Objectives:

1. To help students understand the principles and practice of photography
2. To enable students to enjoy photography as an art

Lectures per Week: 04

I. History of Photography

- a. The pioneers of photography and photo journalism
- b. The role of photography in historic events such as World War I, and II, The Bhopal Gas Tragedy, and more recently with the refugee crisis in Greece

II. Film Photography

- a. Loading film, shooting, developing film
- b. The difference in form, texture, and mood of film vs. digital photography
- c. Using 35mm film to decipher mood

III. Basic Principles

- a. Properties of light, reflection, transmission, refraction, types of light sources and their properties, controlling light, types of light, forms of light
- b. Types of cameras, virtual image formation, types and uses of lenses – wide angle, telephoto, normal, zoom)
- c. Mechanism of aperture, shutter, ISO
- d. Correct exposure

V. Concepts of Composition

- a. Looking at photo-books
- b. Photo appreciation

VI. Cell Phone Photography and Social Media

- a. Working with new tools and developing a sensitive eye

- b. Working on photo essays on Instagram, self-portraits, and creating a portfolio on Instagram
- c. The rise of cell phone photography with photographers using iPhones to shoot covers, including reputed publications like *Time Magazine*
- d. Studying popular photography handles on social media that are doing path-breaking work. (The Nepal Photo Project, Humans of New York, Somewhere Magazine, Burn Diary etc.)

VII. Ethics and Photography

- a. The impact of photography as a medium of power
- b. Using photography consciously
- c. Use examples of The Steve McCurry Photoshop scandal, The World Press Photo 2018 scandal, and The Vulture and the Little Girl as case studies
- d. Being aware that there's a fine line between invading one's space, and documentation
- e. Commercial Aspects of Photography
- f. Learning the difference between editorial, fashion, commercial, and documentary styles

REFERENCES

- Collins, Ross and Keith Greenwood. Eds. *Photocommunication across Media: Beginning Photography for Professionals in Mass Media*. Routledge, 2017.
- Galer, Mark. *Introduction to Photography: A Visual Guide to the Essential Skills of Photography and Lightroom*. Routledge, 2015.
- Hirsch, Robert. *Light and Lens: Photography in the Digital Age*. Routledge, 2018.
- Kobre, Kenneth. *Photojournalism: The Professionals' Approach*. Routledge, 2016.
- Sontag, Susan. *On Photography*. Picador, 2001.
- Cartier-Bresson, Henri. *The Decisive Moment*. Roli Books, 2015.
- Lubben, Kristen. *Magnum Contact Sheets*. Thames and Hudson, 2017.
- Berger, John, and Geoff Dyer. *Understanding a Photograph*. UK: Penguin, 2013.
- Lange, Dorothea. *Dorothea Lange: Aperture Masters of Photography, Number Five*. Aperture, 1987.
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- Rugoff, Ralph, Geoff Dyer and Stephanie Rosenthal. *Dayanita Singh: Go Away Closer*. Hayward Gallery Publishing, 2013.
- Capa, Robert. *Robert Capa*. Thames and Hudson, 2009.

F.Y.B.A.(S.C.J.) | SEMESTER I
INTRODUCTION TO PHOTOGRAPHY
ASSESSMENT PATTERN

Internal Assessment: 40 marks

Semester End Examination: 60 marks

INTERNAL ASSESSMENT:

- **Project** – 20 marks
- **Class Test:** On any syllabus topic(s) of the lecturer's choice – 15 marks
- **Class Participation and Attendance** – 5 marks

SEMESTER END EXAMINATION (THEORY):

Q. 1. [A or B] Topics from Modules I to VII – 15 marks

Q. 2. [A or B] Topics from Modules I to VII – 15 marks

Q. 3. [A or B] Topics from Modules I to VII – 15 marks

Q. 4. [A or B] Topics from Modules I to VII – 15 marks